



CLEP[®]

CLEP[®] Spanish with Writing

AT A GLANCE

Description of the Examination

The CLEP® Spanish with Writing exam is designed to measure knowledge and ability equivalent to that of students who have completed one to two years of college Spanish language study.

The Spanish with Writing exam contains multiple-choice questions that measure Interpretive Language skills (Listening and Reading) and two writing tasks that measure Interpersonal and Presentational communication. The writing tasks are scored twice monthly by college Spanish faculty from throughout the country via an online scoring system. Each of the two writing tasks is scored independently by at least two different readers, and the scores are then combined. The multiple-choice section score (75%) and writing score (25%) are then combined to yield the test taker's exam score. The resulting combined score is reported as a single scaled score between 20 and 80. Separate scores are not reported for the multiple-choice and writing sections. While scores are provided immediately upon completion for most other CLEP exams, scores for the Spanish with Writing exam are available to test takers approximately one to two weeks after the test date. The Spanish with Writing exam contains 100 multiple-choice questions to be answered in approximately 80 minutes and two writing tasks to be written in 30 minutes, for a total of approximately 110 minutes testing time.

Knowledge and Skills Required

The Spanish with Writing exam measures listening, reading, and writing skills taught in most first-year and second-year Spanish language courses at the college level. One writing task asks the student to write an email to a friend, relative, or other acquaintance. This is an example of Interpersonal Writing. The student will have 10 minutes to write the email, and the response should contain at least 60 words. The second writing task asks the student to write a composition on a given topic. This is an example of Presentational Writing. The student will have 20 minutes to write the composition, and the response should contain at least 100 words. Each writing task will be scored based on the content and grammatical accuracy of the response.

The exam's subject matter is drawn from the following skills. The percentages next to the main topics indicate the approximate percentage of exam questions on that skill.

10% SECTION I—LISTENING: REJOINDERS

- Listening comprehension through short oral exchanges

20% SECTION II—LISTENING: DIALOGUES AND NARRATIVES

- Listening comprehension through longer spoken selections

45% SECTION III—READING

- 13% Part A: Discrete sentences (vocabulary and structure)
- 15% Part B: Short cloze passages (vocabulary and structure)
- 17% Part C: Reading passages and authentic stimulus materials (reading comprehension)

25% SECTION IV—WRITING

- Interpersonal Writing: Email
- Presentational Writing: Composition

Study Resources

Most textbooks used in college-level Spanish language courses cover the topics in the above outline, but the approaches to certain topics and the emphases given to them may differ. To prepare for the CLEP Spanish with Writing exam, it's advisable to study one or more college textbooks, which can be found in most college bookstores. When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

Besides studying basic vocabulary, you should understand and be able to apply the grammatical principles that make up the language. To improve your reading comprehension, read passages from textbooks, short magazine or newspaper articles, or other printed material of your choice. To improve your listening comprehension, seek opportunities to hear the language spoken by native speakers and to converse with native speakers. If you have opportunities to join organizations with Spanish-speaking members, to attend Spanish movies, or to listen to Spanish-language television or radio broadcasts, take advantage of them.

To improve your writing skills, read passages from Spanish language textbooks, short magazine or newspaper articles, or other printed material of your choice and try to summarize or paraphrase them in your own words. In addition, you can try to keep a journal in Spanish and/or exchange messages with a Spanish-speaking friend or relative.

When responding to the writing tasks, read each task carefully and check off each element of the task upon completion to ensure that all of the requirements have been addressed.

A recent survey conducted by CLEP found that the following textbooks are among those used by college faculty who teach the equivalent course. Most of these have companion websites with practice test questions and other study resources.

Armen, <i>Abriendo puertas: Lenguaje</i> (McDougal Littell)
Gill et al., <i>En contacto</i> (Heinle)
Gilman et al., <i>Nuevos horizontes</i> (Wiley)
Iglesias and Meiden, <i>Spanish for Oral and Written Review</i> (Heinle)
Kiddle et al., <i>Perspectivas</i> (Heinle)
Knorre et al., <i>Puntos de partida</i> (McGraw Hill)
Siskin et al., <i>Entrevistas: An Introduction to Language and Culture</i> (McGraw Hill)
Valdes and Teschner, <i>Español escrito</i> (Prentice Hall)—for native speakers

In addition, the following resources, compiled by the CLEP test development committee and staff members, may help you study for your exam. However, none of these sources is designed specifically to provide preparation for a CLEP exam. The College Board has no control over their content and cannot vouch for accuracy.

StudySpanish.com

Trent University: Spanish Language Exercises
(trentu.ca/academic/modernlanguages/spanish/masarriba)

AP® Spanish Language and Culture (edx.org/course/apr-spanish-language-culture-st-margarets-episcopal-school-aslclx) Some of the materials covered in this AP course are also examined by the CLEP Spanish with Writing exam. CLEP test takers may use this course as a study resource for the knowledge and skills covered by the CLEP Spanish with Writing exam.

Free online CLEP Spanish Language course offered by Modern States Education Alliance (modernstates.org/course/spanish-language)

Visit clep.collegeboard.org/earn-college-credit/practice for additional Spanish language resources. You can also find suggestions for exam preparation in Chapter IV of the *CLEP Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

Sample Test Questions

The following sample questions don't appear on an actual CLEP exam. They are intended to give potential test takers an indication of the format and difficulty level of the exam and to provide content for practice and review. Knowing the correct answers to all of the sample questions isn't a guarantee of satisfactory performance on the exam. For more sample questions and info about the test, see the *CLEP Official Study Guide*.

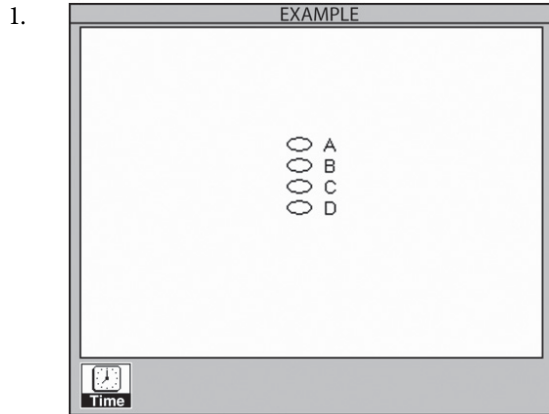
In addition to samples of each question type, there are sample computer screens showing how the directions and questions will appear to the test taker. For listening items, the script of the recording normally played by the computer appears here as italicized text.

Listening Directions: This part of the test measures your ability to understand spoken Spanish. There are two sections in this part of the test, with special directions for each section. The two listening sections of the test total approximately 30 minutes in length. The amount of time you have to answer a question varies according to the section and doesn't include the time you spend listening to the test material. Timing begins after the Section Directions are dismissed. You can change the volume by using the **Volume** testing tool.

The audio portions of the listening sections of the test will be presented only one time.

Section I Directions

You will hear short conversations or parts of conversations. You will then hear four responses, designated (A), (B), (C), and (D). After you hear the four responses, click on the lettered response oval that most logically continues or completes the conversation. You will have 10 seconds to choose your response before the next conversation begins.



(MA) ¿Por qué van ustedes a Chile?

(WA)

- A. Para estudiar allí
- B. Dentro de quince días
- C. Con una familia chilena
- D. Por avión

Section II Directions

You will hear a series of selections, such as dialogues, announcements, and narratives. Each audio selection is accompanied by a graphic or a picture. Each selection is followed by one or more questions.

The questions have various formats. Some questions offer four possible responses, each with an oval to click to indicate your answer. Other questions ask you to select part of a graphic, fill out a table, or put a list in the correct order. For some of these questions, you will have to click in more than one place to complete your response. For these questions, follow the specific directions given.

In this section, you may adjust the volume only when a question is on your screen. It will affect the volume of the next audio prompt you hear. **You cannot change the volume while the audio prompt is playing.**

Questions 2–4: Narrative

Listen Now



(NARR) El cumpleaños de un escritor famoso.

(WA) Con el tradicional pastel de chocolate, el escritor Ernesto Sábato celebró su 94 cumpleaños rodeado de sus amigos de toda la vida.

Como todos los años, el famoso autor recibió los saludos de escritores internacionales y locales, así como de personalidades de la cultura y la política.

Con motivo de esa ocasión, la artista plástica Silvina Benguria, su amiga desde 1964, lo visitó en su casa. Según dijo la artista, el escritor ha sido la persona con quien más se ha podido reír en el mundo. Ha sido capaz de inventar las historias más increíbles y hasta creérselas.

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2. ¿Cuál es el tema de esta selección?

- A. Un análisis literario
- B. Una ocasión de festejo
- C. Un relato histórico
- D. Una tradición del país

3. Según la selección, ¿cuál es la relación entre Silvina Benguria y Ernesto Sábato?

- A. Son hermanos.
- B. Son esposos.
- C. Son amigos.
- D. Son vecinos.

4. ¿Qué opinión tiene Silvina Benguria del escritor?

- A. Es filosófico.
- B. Es generoso.
- C. Es cómico.
- D. Es sincero.

Section III Reading Directions

This section measures your ability to read Spanish. There are three parts in this section, with special directions for each part. The Reading section on the exam is approximately 50 minutes.

Directions for Part A

Each incomplete statement is followed by four suggested completions. Select the one that is best in each case.

5. Todos los días nos levantamos a las seis _____ la mañana.
- A. de
B. por
C. en
D. a
6. Ojalá que _____ tapas deliciosas en la recepción de esta noche.
- A. hay
B. haya
C. hayan
D. hayamos

Directions for Part B

In each of the following paragraphs, there are blanks indicating that words or phrases have been omitted. When a blank is shaded, four completions are provided. First, read through the entire paragraph. Then, for each blank, choose the completion that is the most appropriate, given the context of the entire paragraph.

Sebastián miró a su alrededor. Él no ____ 7 ____ dónde estaba. Sólo recordaba que había llegado el día anterior a esta ciudad. La noche era un misterio. Recorrió las calles interminables ____ 8 ____ cansarse, y entró en un café oscuro y desierto.

7. A. sabíamos
B. sabías
C. sabía
D. sabían
8. A. hasta
B. entre
C. hacia
D. dentro

Directions for Part C

Read the following selections.

Each selection is followed by one or more questions, incomplete statements, or commands. For each question or incomplete statement, select the answer or completion that's best according to the selection. For each command, click on the appropriate area of the screen according to the directions given.



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9am - 1pm / 4pm - 8pm

9. Según el anuncio, ¿qué se puede reservar al llamar al número telefónico presentado?
- A. Un apartamento
B. Una mesa en un restaurante
C. Un sitio para vender
D. Boletos para un concierto
10. ¿Cuál es una ventaja de Mundo Mart?
- A. Está abierto 24 horas al día.
B. Ofrece una variedad de servicios.
C. No hay que reservar el espacio por adelantado.
D. El uso del espacio es gratuito en los fines de semana.

Section IV Directions

You will have a total of 30 minutes to write two writing tasks. You will have 10 minutes to write an email to a friend, relative, or other acquaintance, and 20 minutes to write a composition on a given topic. Although you're free to begin writing at any time, it's better to take the time to plan your response before you begin writing.

Tienes 30 minutos para responder a dos preguntas. Tienes 10 minutos para escribir un mensaje electrónico a un amigo, pariente u otra persona, y 20 minutos para escribir una composición sobre un tema dado. Aunque puedes empezar a escribir en cualquier momento, recomendamos que planees tu respuesta antes de empezar a escribir.

Special Character Toolbar

An alternate character toolbar for inputting Spanish accents and characters (e.g., ñ, ó, ¿) is available within the test. This toolbar will automatically appear for each question, and can be repositioned anywhere on the screen.

Interpersonal Writing: Email

For the following question, You will write an email response. You have 10 minutes to read the question and write your response. Your response should be at least 60 words in length.

Para la siguiente pregunta, vas a escribir un mensaje electrónico. Vas a tener 10 minutos para leer la pregunta y escribir tu respuesta. Debes escribir un mínimo de 60 palabras.

Email: Sample Question

Quieres crear un nuevo club estudiantil en tu universidad. Escribe un correo electrónico al director de actividades extracurriculares del campus. En tu mensaje debes:

- saludarlo
- expresar tu interés por crear un nuevo club
- describir el proyecto en detalle
- explicar los beneficios del club
- despedirte

Presentational Writing: Composition

For the following question, you will write a composition based on a given situation. You will have 20 minutes to read the task and write your composition. Your response should be at least 100 words in length.

Para la siguiente pregunta, vas a escribir una composición sobre un tema dado. Vas a tener 20 minutos para leer la pregunta y escribir tu respuesta. Debes escribir un mínimo de 100 palabras.

Composition: Sample Question

En una composición, explica cuáles son los problemas del medio ambiente en tu comunidad y lo que hacen las personas que tú conoces para reducir la contaminación.

Visit the Spanish with Writing exam page (clep.collegeboard.org/world-languages/spanish-with-writing) for scoring guidelines on the interpersonal writing and presentational writing sections.

Credit Recommendations

For the Spanish with Writing exam, material taught during the first two years is incorporated into a single exam, covering both Level-1 and Level-2 content. A test-taker's proficiency level is dependent on the test score; American Council on Education (ACE) recommends different credit-granting scores and amounts of credits at Level 1 and Level 2. For the Spanish with Writing exam, ACE recommends that colleges grant the following:

- Level 1: 6 credits for a score of 50, equivalent to a first-year course grade of C
- Level 2: 12 credits for a score of 65, equivalent to a second-year course grade of C

Each college, however, is responsible for setting its own policy. For candidates with satisfactory scores on the Spanish with Writing exam, colleges may grant credit toward fulfillment of a distribution requirement, or for a particular course that matches the exam in content. Check with your school to find out the score it requires for granting credit, the number of credit hours granted, and the course that can be bypassed with a passing score.

Answers to Sample Questions

1-A; 2-B; 3-C; 4-C; 5-A; 6-B; 7-C; 8-A; 9-C; 10-B